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CENTRAL INTELLIGENCE AGENCY

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INFORMATION REPORT INFORMATION REPORT

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REPORT NO.  50X1  
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COUNTRY Czechoslovakia

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SUBJECT 1. The School System  
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Organization and Background

1. Education in Czechoslovakia is subordinate to the Ministry of Education. Private schools, e.g., linguistic schools, the English Institute, etc., have not been in existence since 1948. The name of the Ministry has been changed several times since 1945. From 1945 to 1948 it was known as the Ministry of Education and Enlightenment (MSO - Ministerstvo skolstvi a osvety); from 1948 until 1952, as the Ministry of Education, Sciences, and Arts (MSVU - Ministerstvo skolstvi ved a umeni); and, since 1952, as the Ministry of Education (MS - Ministerstvo skolstvi). The headquarters of the Ministry of Education is in Prague on Karmelitska Street. Until about 1952, there was only one Minister of Education; however, in 1954, a Minister of Universities and a Minister of Secondary Education were appointed.
2. Education has experienced two major reforms since 1948. After February 1948, the so-called "uniform" school was introduced; this meant, in fact, abolition of differentiation between senior elementary school and lower high school. Pupils attending lower high school at that time were transferred to the "uniform" school, which they attended together with pupils of senior elementary school. This reform involved the first four years of high school and four years of senior elementary school. The four upper classes, previously known as the fifth through eighth classes (kvinta - oktava), were renamed the first through fourth classes (prima - kvarta) and remained in the high schools, which were still referred to as "gymnasiums". As a result of this reform, education was divided into four categories known as "grades":
  - a. First Grade: Five years of national school, the previous elementary school (obecna skola).
  - b. Second Grade: Four years of middle "uniform" school.
  - c. Third Grade: Four years of high school, pedagogical high school, higher agricultural school, technical high school,

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etc. All of these were so-called "selection" schools, i.e., those who had completed their studies at these schools might study at universities.

d. Fourth Grade: Universities and technical universities.

3. A second reform was introduced in 1953. This reform set up eight-year middle schools (osmiletky) and eleven-year middle schools (jedenactiletky).  
At the same time, studies at universities and technical universities were extended from the previous eight semesters to 10 or 11 semesters. This reform was put into effect in September 1953. Pupils who had finished the third year of high school in June 1953 and had one more year of high school to complete were compelled to attend a six-week course during their summer vacation. They were given the subject matter of the fourth year of high school in condensed form. They completed this course in August 1953, were given a final examination, and, in October of the same year, began their studies at universities or technical universities.
4. In 1948, a law was passed making nine years of school attendance compulsory, beginning with the age of six years. In larger districts, where establishing kindergartens was feasible, there was compulsory kindergarten attendance beginning with the age of five years. After 1953, when the eight-year middle schools were established, compulsory school attendance was one year less; however, a pupil had to complete all eight classes regardless of the number of years he spent attending school.
5. There were only five years of the eight-year middle school in villages. Pupils from these schools finished their studies at an eight-year middle school in the nearest town. There were eight-year middle schools in all towns and eleven-year middle schools in district towns. Universities and technical universities were located only in regional towns.
6. Eight-year middle school consisted of five years of national school and three years of middle school (the previous "uniform" middle school). Teachers of the first grade taught in the five classes of the national school and teachers of the second grade taught in the three classes of middle school (see paragraph 2, a. and b. above). After finishing the eighth class of the eight-year middle school, pupils were given a final examination, also known as the "little maturity examination". The eight-year middle schools were co-educational.
7. Eleven-year middle school consisted of the eight-year middle school and three years of high school (gymnasium). Teachers of the third grade (middle school professors) taught the last three classes. When entering the ninth class of the eleven-year middle school, all pupils had to take an admission examination which tested their knowledge of Czech, Russian, and mathematics. After finishing the eleventh class, pupils had to take a "maturity" examination. This examination included Czech, mathematics, Russian (compulsory), and one elective (biology, physics, chemistry, geography, history, or descriptive geometry).

#### Teachers' Organizations

8. Members of the teaching staffs were divided into groups according to their specialities. Each individual group was subordinate to a regional group, e.g., group of teachers of Czech, group of teachers of Russian, group of teachers of modern philology, group of teachers of mathematics and physics, etc., which called them

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together for professional meetings once a month. These meetings usually involved attending lectures at various schools as visitors. Attendance was compulsory. After the lecture there was discussion and criticism of the teacher's method of instruction. Also, in connection with a course called "Methodology" which was given to advanced university students, similar visits to lectures given in schools of the third grade were arranged. They were known as "Lessons in Listening". "Methodology" was introduced into universities after February 1948.

9. All teachers entering the teaching profession automatically became member of the ROH (Revolutionary Trade Union Movement), if they were not already members. The teachers' organization in ROH, in spite of its name, did not protect its members with regard to their working and wage demands. Every member of the ROH had to pay membership fees which amounted to two per cent of his gross earnings. These membership fees were collected each month. The only advantages of membership in this organization were reduced prices for recreational trips and reduced expenses of child birth and child death. Meetings were held twice monthly; they were always very brief and concise, usually about 10 minutes in length. One could choose to take advantage of either the summer or winter recreation program. Older members had preference -- recreation was, in fact, a reward for pedagogical merit. Applicants were approved by the district committee of the school organization in ROH.
10. Teachers entering the teaching profession also automatically became members of the Union of Czechoslovak-Soviet Friendship (SCSP - Svaz ceskoslovensko-sovetskeho pratelstvi). Towns were divided into sections, and members living in each section met in a restaurant or cafe once a month. There was also a School Group (Skolska skupina) of SCSP, i.e., SS-SCSP. Members of the SS-SCSP were pupils who elected their own chairman, committee, and class trustees. One trustee was a member of the teaching staff who controlled the work of the SS-SCSP committee and acted as advisor. The class trustee, elected by pupils of individual classes, acted as a connecting link between the committee and a class. In 1953, headmasters were required to assure 100% membership in the SS-SCSP. The SS-SCSP committee usually met twice a month; a meeting of all members was usually held once a month; and, general meetings which included all members, one or two representatives of the District Secretariat, headmaster of the school, and members of the teaching staff were held twice each year.

#### The Czechoslovak Youth Organization

11. The CSM (Ceskoslovensky svaz mladeze) was organized in schools and factories for youth from 14 to 25 years of age. The school organizations were called School Group (Skolska skupina) of the CSM, i.e., SS-CSM. All pupils had to become members of the SS-CSM after entering the ninth class. During the candidate waiting period of about two months, pupils of the ninth class went before a screening committee of the CSM. These committees were composed of older members of the CSM who made evaluations of the political consciousness of newly accepted members. In November of each year, a formal meeting of the SS-CSM was held at which new members were festively accepted and given membership cards. They were given the cards by the chairman of the school group and they confirmed their loyalty by shaking hands with a representative of the District Committee of the CSM. In addition to the main school committee of SS-CSM, class committees were elected which consisted of a chairman, a secretary, a treasurer, and a cultural reporter.

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12. Usually only Communists were proposed for membership in the main school committee; however, occasionally non-Communists were elected in order to fill all the positions. The main school committee, with the assistance of members of the District Committee, compiled a political screening examination to be given to pupils when leaving the school and made out their cadre (political) evaluations for the board of maturity examiners. The cadre evaluations were sent to cadre departments of universities and technical universities after the pupils had finished their maturity examinations. In formulating the cadre evaluations, the Communist members had an authoritative voice; objections made by non-Communist members of the main school committee were not taken into consideration. Cadre evaluations of the SS-CSM made university study an impossibility for many non-Communist students. The Communist members of the CSM also acted as a controlling organ for teachers whom they denounced for anti-Communist statements and remarks just as they denounced their fellow pupils for the same "offense". If denounced by the SS-CSM, teachers had to answer to the KSC (Komunisticka strana Ceskoslovenska - Czechoslovak Communist Party) and the KNV (Krajsky narodni vybor - Regional National Committee).
13. Headmasters of schools divided pupils so that each class had one reliable informant. He served as a control for both the teacher and his fellow pupils. Pupils did not usually worry much about the class informant; however, it sometimes happened that a pupil made an anti-Communist remark during a lesson and the teacher reported the incident to the headmaster because the teacher feared that the incident might be reported by the class informant. The headmaster usually reported the case to the KSC and to the District Committee of the CSM. An inquiry took place and a report was written.
14. The excessive freedom given to members of the CSM led to certain eccentricities in education. From 1949 to 1951, according to instructions from the Ministry of Education, a public classification on the basis of marks proposed by pupils themselves was put into effect. Pupils were also to organize one lesson per week in each required subject. These experiments were halted in 1951 and the authority of the teacher began to be stressed again. As might have been expected, such an unusual procedure caused a considerable decline in discipline.
15. Every pupil had to sign up for extracurricular activity with the class committee of the SS-CSM. This activity included cultural and/or working brigades and training for instruction in pioneer units. The main school committee of the SS-CSM always determined the compulsory brigade minimum. This extracurricular activity often interfered with the work of the pupils and affected their study discipline and school progress. Pupils often excused their lack of preparedness for lessons by the fact that they were pre-occupied with extracurricular activities.

#### Brigades

16. In spite of the fact that the Ministry of Education published several edicts about noninterference with the organization of lessons, every school had a working minimum for each school year. Brigades took the place of lessons; thus, the matter of instruction was neglected. In addition to the working minimum, the school had to make pupils available for urgent farm work which occurred during the school year. Also, all pupils and teachers had to take part in compulsory Sunday "voluntary" national shifts. These were agricultural brigades in which all citizens of Czechoslovakia were required to participate, although many citizens neglected these brigades.

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17. The entire school took part in one-day brigades in the surrounding areas or individual classes went to areas such as the Moravian border land for several days. During one-day brigades pupils were supervised by the whole teaching staff and teachers worked together with the pupils. They worked on Unified Agricultural Cooperatives (JZD) or on state farms. Transportation of the pupils from school to the place of work was arranged by the Czechoslovak Automobile Transport (CSAD), National Enterprise, or a tractor and trailer from the JZD or State Agricultural Machinery Pool (SSS - Statni strojni stanice) transported the pupils. Food served to pupils at the JZD and SSS was poor. The school brigades were usually paid for their work; however, sugar beet brigades received sugar instead of money. Wages were very low. One pupil working eight hours received 10 crowns, old currency, i.e., two crowns, new currency. Wages for schools were usually miscalculated; they were not based on the actual number of hours worked, and sums subtracted for food were incorrect. The promised sugar for sugar beet brigades was not delivered to the schools.
18. Brigades for periods longer than one day were worked by individual classes under the leadership of a master, usually their class master. These brigades lasted one week or ten days and usually took place in September for work with potatoes and hops or in June for making hay. There were also forest brigades in May for planting seedlings. Pupils were lodged in old vacant cottages and slept on wooden beds or on straw on the floor. Boys and girls were usually lodged separately. Food of poor quality and in insufficient amounts was served to the pupils.
19. Every student who was 15 or more years of age had to work for one month on compulsory brigades during the holidays. Until 1950, students were allowed to find holiday work themselves on farms, in construction work, in factories, or in offices. After 1950, students had to go with their school brigade to an appointed working place. Farming procedures at Unified Agricultural Cooperatives and state farms went from bad to worse. Fields were poorly cultivated, full of weeds, and crops were not harvested at the proper time. It often happened that unthreshed grain lay in stacks in the fields until late autumn. Students would be called in to help with the threshing in September but by this time the grain had been spoiled by the rains.
20. In addition to the compulsory brigades, some pupils earned money by brigade afternoon work in factories during the school year.

#### Collection Programs

21. A collection program for waste materials and curative herbs took place during each school year. Each pupil had to deliver two kilograms of old paper and one kilogram of bones during the school year. They could also deliver scrap metals. Pupils delivered this waste directly to the local collecting stations and had to bring a receipt for their delivery to the school. On a day set aside by the Local National Committee (MNV - Mistni narodni vybor) as "collection day" all citizens of a town had to collect their waste material and put it in front of their houses. Pupils, under the direction of a teacher, rode around in a truck, picked up the waste material, and delivered it to a prearranged location for storage. This work was compulsory, but the pupils were not paid for it. In addition, each pupil had to deliver two kilograms of dried curative herbs during the school year, i.e., one kilogram of nettle leaves or hawthorn flowers and leaves in June and one kilogram of horse chestnuts or lime blossoms in September. Pupils

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brought the curative herbs to school where one member of the teaching staff was in charge of the collection. The teacher in charge sent all curative herbs to the Krajska vykupna, narodni podnik, "Lecive rostliny" (Regional Redemption Station, National Enterprise "Curative Herbs"). The receiving center paid the school for the herbs delivered according to a predetermined price list. The teacher in charge divided the sum of money received and gave it to the class treasurers of the participating classes. It was used for class expenses. If a particular pupil did not collect the required amount of herbs, he did not receive his school report at the end of the year. He might receive it at the beginning of the next school year if he supplied the necessary herbs.

#### Ski Training Trips

22. The Ministry of Education allowed schools of the third grade (see paragraph 2c) to take ski trips at reduced rates. Schools of the third grade requested permission to organize these trips from the KNV (Regional National Committee). Only one class could take part, i.e., the 10th or 11th class and 75 per cent of the pupils in a class had to participate. The trips lasted for 10 days and were scheduled from January through March. Pupils who did not have their own skis were given skis for this purpose by the KNV. The fee included traveling expenses, food and lodging, and was determined for each pupil according to the financial status of the parents and the number of children in the family. Such a trip cost the poorer students from 30 to 50 crowns and wealthy pupils up to 160 crowns (new currency). There was a teacher in charge of every 20 pupils. The gymnastics teacher was usually in charge of such a trip. All teachers who acted as leaders had to undergo a compulsory ski training program which was directed by the KNV.

#### School Excursions

23. School excursions took place at the end of each school year, during May and June. Schools of the first grade took one-day excursions; schools of the second grade took two-day excursions; and schools of the third grade took three-day excursions. Schools of the third grade could prolong the excursion time with the permission of the KNV. Special schools such as farmers' schools (rolnicks) and industrial schools (prumyslovka) went for excursions lasting one week or longer. Each class worked out its own independent excursion plans and was supervised by the class teacher who was sometimes assisted by another member of the teaching staff. In planning excursions, assistance was received from Turista, n.p., (Tourist, National Enterprise), which arranged food, lodging, and reduced fare for reserved seats in trains, buses, or steamers. There was a 50 per cent reduction on railway and steamer fares for pupils under 10 years of age and 25 per cent for older pupils. The teacher in charge gave Turista, n.p., the names of pupils and teachers participating; the list was certified by the headmaster and Turista, n.p., arranged the price reductions. When procuring lodging, the teacher in charge had to submit a list of all participants with their dates of birth and identity card numbers to the manager of the lodging house. This list also had to be certified by the school headmaster. Sometimes the pupils visited national enterprises on these excursions if the production was not considered "classified". The teacher in charge had to ask the permission of the enterprise at least one month prior to the intended visit. The request for permission had to include a list of pupils in the group. When an enterprise was visited, a list similar to that required for lodging had to be submitted to officials of the enterprise.
24. In April 1954, the Ministry of Education introduced compulsory hiking for the ninth classes of all schools. The Ministry worked

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out a route for each class which lasted three days. Pupils went to the starting point by train and then walked for the prescribed time. The Ministry arranged lodging for these pupils in special houses, e.g., in school gymnasiums or tent camps. The Ministry also arranged for the use of special places for meals. The Ministry determined the dates for the hikes and arranged the program so that classes from different schools followed each other; thus the lodging and eating places could be in continuous use. Individual classes from the same school followed different routes. This hiking was very inexpensive. Fare, food, and lodging for three days cost one pupil about 60 crowns (new currency) which was a very low price in comparison with a normal school excursion. SRPS - Sdruzeni rodicu a pratel skoly (Parents and School Friends Association) paid the expenses of the poorest pupils of each class.

#### Military Exercises

25. Military exercises took place at schools of the first through third grades (see paragraph 2) and were conducted twice during one year. They lasted one-half day. Each class was divided into squads of ten members. Individual squads were led by a pupil squad leader and the whole class was led by a teacher. Before starting the exercises, the pupils gathered in the school courtyard during the morning and the classes formed squads. The main leader of the exercise (the gymnastics teacher) reported to the headmaster when this was completed and he then gave the command for starting the exercise. The military exercise took place on the scheduled day regardless of the weather. About 14 days before the exercise took place, the gymnastics teacher worked out a plan with the help of the army. The entire plan was then discussed at a meeting of the teaching staff and pupils were given instructions concerning the plan in their lessons in military education. There was a special route for each class which was marked on a map. These maps were classified "secret" and were given to the teachers who led the individual classes before starting on the exercise. The teachers gave the maps to the pupil-leaders of individual squads and these leaders were to return them to the gymnastics teacher immediately after the exercise was completed. The maps were then locked in the safe in the office of the headmaster. Each squad was also given a compass. Contacts between individual squads and the main leader of the exercise were made by pupil scouts or messengers who were previously designated. They rode a bicycle or motorcycle. Pupils were to orient themselves with the aid of a map and compass. Since about 1951 these military exercises were carried on with army assistance. One or two soldiers and one officer were assigned to each class. The soldiers carried submachine guns and fired blank cartridges. Each class had a plan of battle. They had to effect an attack, outflanking of a district, retreat, and practice procedures to be followed in the event of an air raid. Individual classes or squads "fought" against each other while the soldiers fired their weapons to make the exercises appear realistic. There was a predetermined meeting place where all classes were to meet after completing their scheduled maneuvers. Here, the officer in charge collected reports concerning the behavior of individual classes which were made by the soldiers appointed to work with the classes. He evaluated the entire exercise on the basis of these reports. The evaluation was usually negative and stressed the lack of discipline and non-military behavior of the pupils. Some of the soldiers changed their evaluation to favor the pupils, otherwise, the evaluations would have been even worse. After the officer who accompanied the main leader during the entire exercise had evaluated the results, the main leader made an evaluation and finally the chairman of SS-CSM made one. The two latter evaluations were very similar to that of the officer. The pupils left

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the meeting place, three abreast, one class after another, and returned to the school courtyard where the exercise was officially concluded and the report of the main leader was given to the school headmaster. This was the procedure for the summer exercise.

26. During a winter military exercise, ski, sledge, and foot squads were formed. Orientation in the terrain was not practiced and there was no military assistance. Only ski squads performed outflanking and capture.
27. Sometimes bicycle squads were formed during the summer military exercises. The bicycle squad rode along a route of approximately 30 km. but performed no military maneuvers.
28. During both summer and winter exercises squads were composed of both boys and girls and were compulsory for all pupils except those who were excused from gymnastics on the basis of a medical certificate. These pupils worked in libraries, etc., during the exercise.

#### Military Education

29. Military education was introduced in all schools of the third grade (see paragraph 2) in 1950. The aim was to acquaint pupils with military weapons and tactics. Courses in military education were given in connection with gymnastics and were led by the gymnastics teacher who had to undergo special training for this purpose. Military education took place in the afternoons, one two-hour lesson every two weeks. It was compulsory for both boys and girls. As was the case with gymnastics classes, there were separate military education classes for boys and girls.
30. The teachers had various means of instruction at their disposal: military air guns (five cartridge), air guns (single cartridge), calibre, 4½ mm.; blank hand grenades; field telephones; targets to study, and supplies of ammunition. Theoretical military education took place in the classroom; practical training took place in the school courtyard or in the gymnasium. In the lessons in theory the gymnastics teacher lectured on ballistics, importance of individual weapons, along with Communist ideology and admiration for the Soviet Army. In practical training lessons pupils learned to shoot air guns and throw hand grenades into outlined circles. Military air guns were kept under lock and key in the office of the headmaster.

#### Badge Won in Youth Sport Contests

31. PPOV - Pripraven k práci a obrave vlasti - "Prepared to work and defend the country". This was a badge which pupils received after fulfilling certain tasks. This badge was formerly called TOZ - Tyrsuv odznak zdatnotsti - Physical Fitness Badge. The tasks required were predominately gymnastic in character; additional tasks included military training, hygienic and political examinations, and fulfilling 20 hours of brigade work. Gymnastic tasks included: light athletics such as high jump, broad jump, short distance running, swimming, diving from various heights, drilling, hand-over-hand climbing with and without the use of the legs. These were compulsory tasks. In addition, work on gymnastic apparatus, running long distances, glider-pilot examination, etc. were also included. Military training included throwing grenades, shooting, marching 10 km. with pack, riding a bicycle, and cross-country skiing. Training was determined according to age. The badge could be obtained by both boys and girls after fulfilling different requirements. The PPOV tasks were fulfilled in gymnastic and military education classes, after which they were entered

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in a special PPOV record book. These registers were certified by teachers of gymnastics.

Sokolovsky zavod (Sokolovo competition)

32. The so-called "Sokolovo competition" was also conducted through the military education classes. This competition was named in memory of Czechoslovak units participating in the battle of Sokolovo during World War II. It was a skiing competition which consisted of cross-country running and included military elements such as shooting, throwing grenades, crawling, and transportation of an injured person. The route was determined so that running, climbing, and descent were included as well as surmounting obstacles such as streams, hedges, etc. The length of the route was determined according to the age of participants who could be from 6 to 15 years of age. Both boys and girls took part in the competition. Actually, the competition consisted of three-member patrols. Each patrol had a commander who reported for the team. Reports were submitted to those in charge of the competition, were formulated in a military fashion, and were strictly evaluated. Not only individual performance was evaluated but also the efficiency of the entire patrol. Patrol members were allowed to aid each other when passing through difficult areas but had to fulfill the specific tasks independently. The patrol receiving the highest number of points was the winner. The patrol with the best time was not necessarily the winner since the evaluations of the individual tasks and reports were also included. Individual patrols were either all girls or all boys. There were no mixed patrols. Each participant carried a load of about five kilograms in his knapsack and an air rifle over his shoulder. For transportation of an injured person a stretcher was arranged on skis. A splint for the "broken leg" of the "injured" person was fashioned with the aid of ski poles and scarfs. Until 1953, pupil participation in this competition was voluntary; after 1953 it was compulsory for all those who took part in the 10-day school ski training. Teachers leading the 10-day school trips also had to take part in a Sokolovo competition which was included in a special course for teachers.

SVAZARM (Svaz pro spolupraci s armadou - Union for Cooperation with the Army)

33. In October 1952, an evaluation for individual sections of SVAZARM was put into effect at schools of the third grade. The evaluations were made by gymnastic teachers in the schools. When the evaluation for individual sections was finished, pupils became members of SVAZARM and were trained by SVAZARM teachers. Evaluations were given in the following categories: powered aircraft flying, glider flying, canine section, pigeon section, paratroop section, and radio-telegraph section.

CsCK (Ceskoslovensky cerveny kriz - Czechoslovak Red Cross)

34. The Czechoslovak Red Cross had organizations at schools of the first through third grades. Both boys and girls of the last class of the second grade schools and third grade schools attended a hygiene course at which lectures were given by teachers of biology, Red Cross instructors, and physicians. The pupils also visited hospitals. After taking an examination, pupils received a PZOV - Pripraven k zdravotnicke obrane vlasti (Prepared to defend the health of the country) badge and a diploma. They received a CsCK uniform -- a white summer coat with a red cross on the left sleeve, a light blue winter coat with a red cross on the left sleeve, and, for women, a white cap with a red cross on it. They organized health patrols during public celebrations and administered first aid when necessary.

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CO - Civilni obrana (Civil Defense)

35. In September 1953, compulsory membership in the CO was ordered for all pupils over the age of 16 years. CO instructors were appointed by the MNV - Mistni narodni byvor (Local National Committee). For the most part, they were professional instructors who received wages for their lectures. They lectured to the pupils two afternoons per week at the schools. The lecturers were usually people with a poor education. The lectures were disorganized and poorly presented, and the pupils disliked attending them. They were supposed to prepare the pupils for civil defense of a town in the event of an air raid. Also in September 1953, it was ordered that student squads of CO be formed at all schools of the third grade. The following squads were organized: fire-prevention squads, squads for maintaining order, shelter squads, health squads, and patrol squads. These squads had from six to eight members and were led by teachers. Each squad had pupil leaders who determined the meeting places. Each teacher appointed the pupil members of his squad, prepared name lists, and gave the lists to the school headmaster. These lists were classified and pupils were not allowed to speak publicly about their membership in these squads. Meetings could not be announced publicly.
36. CO instruction was compulsory for all members of the teaching staff. In fact, all citizens over 16 years of age had to attend CO training. In tenement houses, those dwelling in one house formed one troop under the direction of an appointed leader. In residential districts, inhabitants of one street formed one troop. Employed citizens attended CO schooling at their places of work; housewives and pensioners attended schooling at MNV headquarters.
37. CO squads were formed in factories in a manner similar to the way they were formed at schools. Factory squad members were sent to regional CO centers for only a month of training. Fire-prevention squads attended one month of fire training during which they learned to drive various fire trucks and received a driver's license. This license could be obtained by a 16-year-old member and was valid for all motor cars, including 3½ ton trucks. This was true in spite of the fact that regulations governing the issuance of driver's licenses stated that only citizens over the age of 19 who had had at least nine months of employment as professional drivers of motor vehicles up to 3½ tons were eligible to receive such a license. This schooling was free; those attending were housed in the building of the regional CO center; regular working wages were received during attendance.

Alarms

38. Alarm drills took place twice a year at schools of all grades. Pupils were instructed, by means of the school broadcasting system, that the alarm signal would be given during a particular lesson. At the designated hour the alarm signal was given by the school bell -- three long interrupted rings. Pupils of individual classes had to go to the school building shelter quickly and in an orderly manner. The classes were led by their teachers. During the 1953-1954 school year two alarms were scheduled, according to instructions from the regional CO center, but they never took place.

FO - Fucikuv odznak (Fucik's Badge)

39. During 1949 SS-CSM (School Group of the Czechoslovak Youth Organization) in all schools of the third grade established FO groups. These groups were led by pupil members of the CSM who had attended

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special training for this purpose. "Mlada Fronta" issued special books with political themes for the use of the group leaders. These groups met during the afternoon; political reports which were prepared by members were read and books designated as compulsory reading were discussed. Compulsory reading consisted of: Proti vsem by Jirasek, Anna proletarka by Ivan Olbracht, Reportaz psana na opratce by Julius Fucik, Sirena by Marie Majerova, Rytir zlate hvezdy by Babayevskiy, Lide na krizovatce by Marie Pujmanova, Hra s ohem by Marie Pujmanova, Mlada garda by Fadeyev, Pribeh opravdoveho cloveka by Polevoy. In addition to these books the following political literature was compulsory: Gottwald to Youth, Lenin to the Youth, Gottwald's writings, and attendance at two Soviet films. For this purpose "Mlada fronta" printed new issues of this literature. They were very cheap paper-bound books printed on newsprint. The pupils were given examinations by a committee consisting of the school's CSM members and a representative of OV-CSM - Okresni vybor (District Committee of CSM). Pupils received diplomas and badges at a general school CSM meeting.

#### Teachers' Conferences

40. Conferences were held each week in the afternoon from 1400 to 1800 hours. They consisted of:

- a. Pedagogical conferences. These were held twice a month on Wednesdays. Pedagogical problems were discussed at these conferences, e.g., poor teaching practices and lack of discipline among pupils. Causes and remedies were discussed. In September 1953, it was ordered that a political report be given at the beginning of each conference. This report consisted of a survey of political events which had occurred since the last conference. Teachers took turns in presenting this report, but they were always officially appointed by the headmaster because no one wanted to do it voluntarily. In September 1953, one-half to one hour special reports were also introduced into the conferences. These reports were given by individual teachers and concerned their particular field of education.
  - b. Operational conferences. These conferences met twice a month on Wednesdays, alternating with the pedagogical conferences. The school headmaster read proclamations of the Ministry of Education and the Bulletin of the Ministry of Education at these conferences. The proclamations concerned textbooks, removing "shocking" books from libraries, and state celebrations. Instructions were also given regarding when and in what lessons political events and personalities were to be mentioned. The so-called "working plan" was compiled from these political instructions; a copy was hung in the staff room and the school headmaster appointed individual members of the teaching staff to fulfill the various points.
  - c. Trade Union Conferences of the ROH (Revolutionary Trade Union Movement). These took place twice a month and were usually held in connection with the pedagogical conferences.
  - d. Classification conferences. These were held four times during a school year -- in the middle of November, at the end of January, in the middle of April, and at the end of June. Their purpose was the classification of pupils as to their standing in the class, etc.
1. Attendance at these conferences was compulsory for all members of the teaching staff. In September 1953, the Ministry of Education introduced the use of secretaries at Eleven-Year Middle Schools;

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these secretaries also took part in all conferences and kept minutes. Before 1953, individual teachers were responsible for keeping the minutes of all meetings. A copy of the minutes was sent to the fourth school department of the KNV; a second copy of the minutes was kept in the office of the school headmaster.

#### Teachers' Salaries

42. All teachers were paid as state employees. Teachers' pay sheets were computed by the counting house of the KNV. Since 1953, teachers have received their salaries from the secretary; before that time they received salaries from the school janitor who was also a state employee. The basic pay scale for teachers of the third grade was IV/1. This was about 1,000 crowns, new currency, from which deductions were made.
43. After each five years of employment, a teacher was promoted into a higher salary scale. This means that a teacher received a pay increase of 100 crowns, new currency. The highest salary was classified IV/6. The arabic number increased with each promotion, i.e., IV/1, IV/2 ... IV/6. When due for promotion, teachers were called to the fourth school department of the ONV - Okresni narodni vybor (District National Committee). There, they were subjected to a so-called "promotion discussion" which was also attended by a district school inspector, a school department reporter, and the ROH chairman of the particular school. The teacher was asked questions such as: how he realized the ideological aim in his lessons; what he had read from socialistic pedagogical writings and how he applied these principles in his lessons; what he had read from political literature, etc. The discussion committee of the fourth school department of the ONV announced the results of this discussion to the fourth school department of the KNV which arranged for the promotions. Within one month the teacher received notice from the KNV regarding his promotion.

#### Pedagogical Award and Remunerations

4. In 1949, pedagogical awards for teachers were introduced. They were awarded not only for extraordinary pedagogical and educational accomplishments but also, in fact principally, for extra-curricular activities. Work most commonly recognized included the leading of brigades, collection, and lectures given in the rural areas regarding the merits of Unified Agricultural Cooperatives (JZD), etc. Proposals for pedagogical rewards were made by the school headmaster in the presence of the entire teaching staff. Pedagogical awards were made reluctantly and were usually not given to really good teachers who fulfilled their teaching duties well.
5. The compulsory teaching minimum for teachers of the third grade was 21 hours per week. Formerly any lessons given in addition to this specified "duty" were paid in overtime; but, recently, payment of overtime was discontinued. A headmaster of a third grade school had a minimum teaching "duty" of seven hours per week.

#### Teaching Aid Groups

5. Teaching aid groups were introduced in February 1948. They were established for those pupils who were particularly weak in certain required subjects. These groups met in the afternoons once or twice a week, depending on the need. Here, instruction material was repeated and re-explained. Teaching aid groups were directed by teachers or by pupils who excelled in the particular subject. These groups were also introduced at universities and technical

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universities and were led by professors' assistants. Most frequently these groups gave help in mathematics and foreign languages.

### Interest Groups

47. Interest groups were also introduced in February 1948. These groups were made up of students who wanted to broaden their knowledge of a particular subject or study something that was not offered in the school curriculum. The most common subjects were: chemistry, biology, photography, dramatics, dancing, singing, and gymnastics. At larger schools subjects such as mechanics, optics, typewriting, etc., were available. Attendance was controlled and evaluated in semi-annual and annual school reports. After February 1948, Russian was introduced as one of the subjects. These groups were led by teachers of Russian, and Soviet literature was read.

### Subjects

48. School subjects were of two types -- compulsory and elective. Compulsory subjects of the ninth through eleventh classes of the eleven-year middle schools were as follows: Czech, mathematics, Russian, physics, chemistry, history, geography, biology, philosophy, gymnastics, and another language. Pupils of the ninth class could elect German, French, or English for language study. German was taught at most schools; French was being taught less than before; English was introduced at some schools but has been discouraged by the regime during the last few years. Some schools offered German in the ninth class, English in the tenth class, and French in the eleventh class. In all cases students were required to take physics or chemistry and history or geography. Regulations regarding compulsory subjects were changed by the Ministry of Education each year.
49. Elective subjects of the ninth through eleventh classes included: descriptive geometry, Latin, and a modern language. Latin and geometry became electives in September 1952. Before that time these subjects were compulsory. Pupils could choose a technical curriculum in which descriptive geometry was compulsory and in which they would take Latin as an elective, or a humanities curriculum in which Latin was compulsory, and take descriptive geometry as an elective. A pupil who intended to study medicine was required to take a maturity examination in Latin. Until June 1953, knowledge of descriptive geometry was required when entering a regular university. In June 1954, this requirement was abolished because studies at the universities were extended by two or three semesters and Latin and descriptive geometry were offered at the beginning of university study.
50. In middle school, mathematics was the subject most stressed; six hours a week were devoted to the teaching of mathematics. Pupils attended from 30 to 34 hours of compulsory subjects per week. In the mornings there were five or six 45-minute lessons. Only elective subjects were taught in the afternoons, with the exception of military education classes which were held twice each month.

### "Methods" Associations

51. The Ministry of Education ordered "methods" associations to be introduced in September 1953. These associations were made up of teachers in the same field, i.e., mathematics, Russian, Czech, etc. Afternoon meetings were held once each week in the school staff-rooms. The headmaster appointed leaders; they were always the best and most experienced teachers in their particular field. Teachers were to perfect and discuss methods and specialized knowledge in these associations. Minutes of the meetings were kept.

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-14-Teachers of Russian

52. Teachers of Russian were the most active in extra-curricular activities. Every Russian teacher automatically became a member of the district association of Russian teachers. Two hour work meetings were held each week. These meetings were organized similar to seminars. Most of the time was devoted to solving teaching problems of the first and second grade schools. Teachers of the third grade schools usually led the seminars, worked out special lectures, and advised the teachers of the first and second grade schools.

National Courses in Russian

53. National courses in Russian (LKR - Lidove kursy rustiny (Peoples' Courses in the Russian Language) were introduced after February 1948. They were designed for all citizens, but chiefly for factory employees. Enrollment in LKR was "voluntary". Each factory had to establish a specified quota of LKR groups. This quota had to be fulfilled. Therefore, factory managements pressured their employees into attending LKR groups. All CP members had to attend LKR groups as part of their Party duty. Attendance at these groups was strongly disliked; members often missed lessons and only a small number finished the entire course. A course consisted of 20 lessons -- one two-hour lesson each week during which one lecture was to be completed. However, the course time was not limited; it depended upon the intelligence of the participants. Fifteen was the minimum number of members in a group. It was obligatory that there be at least 60 per cent attendance at each lesson. When attendance was less than 60 per cent for three consecutive lessons, the group was abolished. There were first, second, and third grades of LKR. Special textbooks were issued for each grade. Teaching at an LKR was compulsory for all Russian teachers. This work was an extra-curricular activity and was performed in addition to regular school duties. Lessons took place in the afternoon and evenings, or occasionally, at six o'clock in the morning. LKR groups were also established in military units and these were also taught by school teachers. The LKR movement was managed by the Institute of Modern Languages which was, in turn, sponsored by the URO - Ustredni rada odbori (Central Trade Unions Council) who paid the LKR teachers. The teachers were paid only if the entire course was completed. Forms were provided by the Institute on which teachers had to record attendance of members, subject matter, and percentage of attendance. Upon completion of a course the teacher had to calculate the overall percentage of attendance, which had to be at least 60 per cent before the teacher could receive payment. These records had to be certified by the teacher, the factory LKR reporter, and by the chairman of the Central Trade Unions Council. The records were forwarded to the Institute of Modern Languages and teachers were paid on this basis. Actually, about 60 per cent of these groups were abolished because of poor attendance because the groups were disliked by both members and teachers. When all LKR groups in a district had finished the course (usually at the end of May or June), a formal meeting of all LKR teachers and pupils was held on a Sunday and the best LKR pupils were given book prizes. Those to receive prizes were selected by the teachers with the approval of the pupils in the particular group. No examinations were given.

Extra-Curricular Activity for Teachers

54. At the end of each quarter, each teacher had to give a report of his extracurricular activities. On the basis of these reports, proposals for pedagogical awards were made. The Ministry of Education placed great emphasis on extracurricular activities, which they defined as the "patriotic and professional duty of a teacher".

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Inspections

55. District school inspectors performed "occasional" inspections and general inspections. Occasional inspections were made four times during a school year and lasted only one day. General inspections were made twice during a school year and lasted from three to six days. They were made by both district and regional inspectors at the same time. These inspections were supposed to control the performance of both pupils and teachers. An inspector attended an entire class lecture and then held an evaluation discussion with the particular teacher together with the school headmaster. The teacher was obligated to present his written class preparation which had to include a procedure outline, new instruction material, and the ideological aim. The latter was stressed most of all and had to be included in each class preparation report. The written preparation was also to include the names of pupils who were to be questioned and the teacher immediately recorded their marks. This was the procedure followed in the "occasional" one-day inspections.
56. The procedure was similar during a general inspection; however, when the inspection was completed, the entire teaching staff was called together and the inspectors gave a public evaluation of the teaching staff as a whole and of individual teachers. The inspectors themselves wrote a report of the general inspection.

Training of Teachers

57. The KNV called teachers for special training according to their fields of teaching. Training courses could take place at any time during the school year but they were usually held during holidays. These courses usually lasted from 10 to 21 days. Language courses usually required the most time, particularly the Russian and English courses. These training courses were held at recreation centers where housing and food were furnished. The schooling was compulsory but free of charge. University professors served as lecturers. Teachers of English and Russian in the third grade schools for all of Czechoslovakia met at Vojkov not far from Kostelec nad Cervenymi Lesy (N 49-59, E 14-52) for English, and Velke Mezirici (N 49-21, E 16-01) for Russian. In spite of the fact that these training courses were specialized, political and ideological aims were stressed, especially in the training in English at Vojkov. According to the lecturers, non-Communist pupils looked to English teachers as defenders of Western ideology; therefore, teachers of English had to be very conscientious and always stress socialistic ideology. During these courses teachers were given lists of authors whose works were approved for use in teaching. Works of authors not approved by the regime had to be eliminated from teaching material.
58. Political schooling was held chiefly for CP members and occasionally teachers who were not members of the Party also attended. Details of this type of schooling were not known to source.
59. Ski training courses were compulsory for teacher leaders of school ski training trips. After completion of these courses teachers were eligible to lead ski trips for three years and then were required to take another training course.
50. Members of the SS-CSM took training courses lasting several days which were sponsored by the CSM. They were relieved of their teaching responsibility during this time; and, when they finished their training, they received a special stamp on their CSM cards.

Textbooks

51. The State Publishing House printed new textbooks nearly every year.

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This was due to the fact that textbooks contained much political ideology and therefore had to be rewritten when the Party line or government functionaries changed. Textbooks were filled with large quantities of material which could not be covered during the period of instruction. Teachers could only extract some of it for pupils to copy in their notebooks. The textbooks were often so unintelligible that even the teachers themselves could not understand them. This was due to the fact that recent Czech textbooks were a literal and poor translation of Soviet textbooks. When new books were published, the use of old textbooks was no longer allowed. If an old textbook was found among a pupil's belongings he received a poor mark in conduct. Textbooks were usually published at the end of a school year and sent only to the teachers who had been designated by the Ministry of Education to make criticisms and supplements during the holidays. Actually, such criticism was never taken into consideration. Pupils and other teachers received the new books after the holidays. Schools ordered new textbooks directly from the State Publishing House. Textbooks could be purchased at book shops. Copy-books for all pupils were bought collectively by the school. Pupils paid for their textbooks and copy-books at the school.

62. Russian language textbooks were written solely to express Soviet propaganda and Soviet political events. The constitution of the VLKSM - Vsesoyuznyy Leninskiy Kommunisticheskiy Soyuz Molodezhi (All-Union Lenin Communist Union of Youth) was also given in detail.
63. Textbooks for the study of English included events from Czechoslovak life which were poorly translated into English. For example, there were articles about the JZD, etc. Pupils learned nothing at all about English and American culture.
64. In textbooks used for the study of physics, chemistry, mathematics, etc., the inventors and discoverers of all laws were alleged to be Soviets.

#### Plan of Instruction

65. At the beginning of each school year, a teacher had to prepare a plan of instruction for each class he was to teach. The plan was made to cover the entire year but was divided into monthly sections. The plan was prepared according to the textbook used and according to the school curriculum provided by the Ministry of Education. A work plan for each month was posted in each classroom.

#### Libraries

66. Usually there was a library for the use of teachers and a library for pupils. Each library was managed by a teacher who was appointed by the headmaster of the school. Each year the Ministry of Education published a list of books which were to be banned. Invariably among these were the writings of Masaryk and Benes. The manager of the library was supposed to send these books to the Ministry of Education.
67. The library for pupils contained, for the most part, books which were on compulsory reading lists. Authors were predominately Czech but recently much socialistic and Marx-Lenin literature had been added. Books were banned in the same manner as in the libraries for teachers.

#### Reference Cabinets

68. The following reference cabinets were usually found in the schools: biology, geography, history, chemistry, and physics. At eleven-year middle schools they were usually outdated and in poor condition; at special technical schools they were usually up-to-date and in good condition.

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School Decorations

69. A decorations chairman, usually the art teacher, was appointed at each school by the headmaster. The appointee was responsible for the decoration of corridors and windows. Decorations could be prepared during drawing classes but were usually done as an extra curricular activity. The outside of the building was decorated only during state celebrations. A cultural reporter was elected from each class and he was responsible for classroom decorations. He appointed two pupils each week who were responsible for preparing decorations concerning political, cultural, or sports events for the walls of the room. They were also responsible for the classroom bulletin board on which clippings from newspapers and magazines were posted. The main committee of the SS-CSM, in the presence of the decoration chairman and the class cultural reporter, evaluated the class decorations once each quarter. The class with the best decorations was awarded a special diploma. Decoration of school buildings and classrooms was ordered by the Ministry of Education after 1948. Decorations were also evaluated by inspectors during the general school inspections.

Pupil Record Books

70. Pupil record books were introduced by the Ministry of Education in February 1951 for use in schools of the first through third grades. One page of these books served for the record of an individual pupil for one week. A mark was recorded each time a pupil was asked a question. The pupil wrote the name of the subject and the question he was asked; his teacher recorded the mark. When a week was completed, the book was certified with the signature of the pupil's parents. At the bottom of each page was a place for comments where either the teacher or parents could write remarks. The first page of the book was signed by the pupil, the class teacher, and the headmaster. The stamp of the school also appeared on this page. On the second page there were 10 paragraphs giving instructions about proper behavior for the pupil which were an extract from school regulations. On the last page of the book was the pupil's collection record. A pupil's absences were accounted for by his parents in the space reserved for comments at the bottom of each page.

Change of Teachers' Titles

1. At the same time as the introduction of eleven-year middle schools (September 1953), the official title of professor was changed to "teacher of a third grade school". Since that time the compulsory address "comrade teacher" has also been enforced. Previously, in September 1951, it was ordered that the address "comrade professor" be used. Pupils of the tenth and eleventh classes still addressed their non-Communist teachers as Mr. "professor" in spite of the ordered title change.

"Day Regime"

2. The so-called "day regime" was introduced at eleven-year middle schools in September 1953. According to this regime, pupils had to come to school as early as 0745 hours. The headmaster appointed a control teacher for each week who had the responsibility of checking the corridors between 0730 and 0800 hours and recording late arrival in the record books of the pupils involved. The period of time between 0745 and 0800 hours was devoted to the reading of a survey of political events by students who were appointed by the chairman of the class committee.

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Celebrations

3. Celebrations were held at schools of all grades. Each school year was begun with a celebration on the main square with all schools of a town participating. In addition, there were compulsory celebrations such as the Great October Socialistic Revolution and 1st May. On the eve of these celebrations, Chinese lantern parades were held and these were compulsory for all pupils. In addition, socialistic celebrations took place to commemorate the birthdays of Lenin, Stalin, Gottwald and to commemorate contracts with the USSR. These celebrations took place in the school building during lessons and were broadcast by the school radio.

SRPS - Sdruzeni rodicu a pratel skoly (Parents and School Friends Association)

4. This association was established primarily for the parents of pupils. The chairman and executive committee of this association were elected from among the parents. A meeting of members of the SRPS was held once a month; parents of children attending a particular school automatically became members of the SRPS of that school. There were no membership fees and parents were invited to each meeting by the school headmaster. Attendance was compulsory for all members of the teaching staff. Pupils were not allowed to attend these meetings. Each meeting was begun with an explanation of the cultural program of the pupils and the parents were told about the success and work of the pupils as a whole. SRPS, with the assistance of the headmaster, planned ski trips, excursions, and programs (besidky) for pupils of the first and second grades and cultural evenings for pupils of the third grade. Profits realized from cultural programs were used to partially finance the school excursions and ski trips and to aid poor pupils. SRPS committees were elected to serve for a period of one year.

Student "Academies"

5. Communists considered the term "academy" a bourgeois remnant and substituted socialistic names such as "cultural evenings" for it. These programs were arranged by pupils of the third grade. They consisted of a short play and singing, orchestral, dancing and gymnastics numbers. After a two-hour program, a dance was held. Girl pupils, with the help of the SRPS, prepared cookies and sandwiches and sold them at a buffet. The program was censored by the school headmaster; it had to be well saturated with Communist ideology.

Workers' Courses

5. Courses for workers could be established at eleven-year middle schools. The school made a factory survey of those wishing to participate and a course was established if a minimum of 20 members expressed an interest. Attendance could not fall below 75 per cent. A course could last one or two years, depending on the wishes of the pupils and the teacher. During this time a condensed course of instruction given in four classes of the previous high school (gymnasium) was presented. The lecturers were teachers of third grade schools. The subjects offered were the same as those offered in the high schools. Lessons were given daily, including Saturdays, from 1430 to 1730 or 1830 hours. When the course was completed, the pupils were given a normal maturity examination and the opportunity to enter a university or technical university upon successful completion of the examination.

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ADK Students - Absolventi delnickych kursu (Graduates of Workers' Courses)

77. Special courses for workers were established after February 1948. They were designed for factory workers who "did not have an opportunity to study under the previous regime". Those participating in this program were called ADK. The courses lasted for 10 months and students were given room and board at recreation centers. The entire day was spent studying; teachers had to be available at all times to discuss problems with pupils. The lecturers were teachers from third grade schools who also received room and board at the recreation centers. There were two types of courses; one designed for those planning to enter technical universities, and one for those planning to attend regular universities. Those who completed these courses were given maturity examinations and had the right to enter universities or technical universities. All who completed ADK were also automatically members of the CP and were given the function of "political constables" at universities. Usually their technical knowledge was very poor and they were not liked by the regular students. University students receiving excellent grades were forced by the university CSM to give supplementary teaching aid to ADK students. The ADK students received their normal wages during the 10-month-course and received the highest scholarship grant (390 crowns, new currency) when attending universities. Their room and board at the universities was paid by the factories. They were lodged in the best university dormitories and ate at the student restaurants.

Maturity Examinations

78. Maturity examinations were given upon completion of studies at schools of the third grade. At eleven-year middle schools pupils took maturity examinations in the following subjects: Czech, mathematics, Russian, and one elective -- physics, chemistry, biology, history, or geography. Pupils were given these examinations by the teachers of the particular subject. In 1954, for the first time, pupils could choose whether they would take these examinations according to the old method or the new method. According to the old method, one pupil finished his maturity examination in all subjects during one-half day. In June 1952, the Ministry of Education introduced a new plan for taking maturity examinations which was compulsory until August 1953. All pupils took the maturity examinations together, one subject each day. Pupils took these examinations in the presence of a maturity examination committee which was headed by a chairman who was a school inspector, a school headmaster, or a teacher from another school of the third grade. In addition, the committee consisted of the headmaster of the school attended by the pupil taking the examination, the class teacher, the examiners and their special witnesses who kept minutes of the questions given, a national representative appointed by the ONV, and a representative of OV - District Committee of the CSM. Since June 1954, the national representative and the OV-CSM representative have not been allowed to participate in the examination or aid in the classification of the pupil. They were allowed to do this from June 1950 until August 1953; and during this period these two representatives had the authoritative word.
9. Before the final maturity examination, the chairman was given the following documents concerning the pupil: cadre decisions of the teaching staff, the SS-CSM, and the MNV from the place of the pupil's residence; results of written maturity examinations in Czech and Russian; all annual and semi-annual school reports for the past two years; and a preliminary university application. The chairman inspected these documents during the examination of the particular

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pupil. After maturity examinations, the school sent all these documents to the university or technical university concerned. They also added a notarized copy of the maturity committee's report.

80. In June 1951, the Ministry of Education ordered that all pupils wear CSM shirts during their maturity examinations.
81. University applications of non-Communist pupils were not certified by their school and they were recommended to work one year in a factory in order to prove their positive attitude to the democratic republic; after a year of manual labor they could be recommended by their factory for university study. This policy was in effect until June 1953. Since August 1953, however, all pupils were recommended for university study and all were called to the universities for interviews; Admission committees at universities and technical universities asked special, technical, and political questions; however, the real basis of admission was still the cadre report. Non-Communists who answered both political and special questions well were usually told that they could not be admitted because of insufficient special knowledge. Communists were always admitted unless they were complete imbeciles. Even then, they were given the opportunity to apply to another university or technical university in the same year. Actually, about 90 per cent of the Communist students were Communists on paper only. They did not really believe in Communism but pretended that they did in order to be admitted to the universities or technical universities.
82. True Communists receiving excellent cadre evaluations could study in the USSR or Communist China. These students could return to Czechoslovakia for summer vacations and during this time they gave lectures about their studies in the USSR. The knowledge they acquired, in comparison to that of Czechoslovak students, was very poor, particularly in medicine. According to returning students, slander campaigns directed against all Peoples' Democracies existed in the USSR. Shortages of consumer goods in the USSR were explained by stating that the USSR was being "milked" of produce by the Peoples' Democracies. Posters were displayed on which the Peoples' Democracies were depicted as rats eating their way into the USSR. Such a poster was said to have been displayed at the University of Leningrad where many Czech students studied.

#### Cadre Reports

83. Cadre reports were introduced after February 1948. They applied to all citizens of Czechoslovakia. When a pupil was enrolled in the first class of a national school, an index card was prepared for him. A school cadre report was prepared according to this card when the pupil left the eighth class or eleventh class of the school, or after finishing university or technical university study. These cadre reports were a part of the individual's record for life -- during schooling, when entering employment, or when changing employment. No one could be employed without a cadre report. The cadre report was secret; it was never shown to the individual concerned. When the individual entered employment or changed schools, he had to fill out a questionnaire giving all schools he had attended and all past places of employment. The employer or school then requested a cadre report and cadre material from the last school or last place of employment listed. The main purpose of the cadre report was to give information regarding the political attitude of the applicant. A negative cadre report meant the person was usually assigned to hard manual labor.
84. At schools the index cards were handled by class teachers and main committees of the SS-CSM; in factories this was done by cadre reporters. A school index card gave the following information:

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name, date and place of birth, place and date of birth of parents, employment of parents, amount of parents' income and their financial status, political attitude of parents, membership in mass organizations before and after 1948, and their attitude toward the regime. The following information concerned only the pupil: membership in CSM (date of membership and card number), activities in CSM, and membership in other mass organizations. Pupils over 18 years of age had to give membership and activities in the CP and ROH. A report was also made of all poor grades (4's and 5's) which were obtained from school reports. Information was also given concerning fields of interest, whether the pupil had received any badges, brigade work completed, and political consciousness. Similar index cards were kept by the main committee of SS-CSM who, in addition to the above-mentioned information, recorded any anti-regime remark made by individual pupils.

5. A cadre report was actually a summary of the information on the index card; it was prepared by the class teacher in agreement with all members of the teaching staff. The tone of the cadre reports from the teaching staff depended largely on the political attitude of the class teacher.
5. The cadre reports of the SS-CSM were formulated by two members of the main committee of the SS-CSM and signed by the chairman of the SS-CSM. University and technical university applicants were also given cadre evaluations by the OV-CSM and by the MNV at the pupil's permanent place of residence. The OV-CSM formulated a cadre report on the basis of the SS-CSM cadre report. MNV sent a member of the National Security forces to the residence of the pupil to get information concerning him from people in the neighborhood. In small districts, the MNV chairman prepared the cadre report since he knew all the people in his district.

#### Classification

7. Since September 1950 a school report with honors has been given to a pupil having marks of 1 or 2; the number of 2's received could not exceed the number of 1's. A maturity report with honors was given only to a pupil who received a grade of 1 or 2 on his written maturity examinations. Since September 1950, the grade for conduct has included political consciousness of pupils as well as their behavior.

#### Religion

3. Lessons in religion at schools of the first and second grade were voluntary. Parents had to state whether or not they wished their children to attend classes in religion. There was a tendency to suppress lessons in religion at schools of the first and second grades. In 1952, lessons in religion at schools of the third grade were abolished.

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